

This document is intended for prospective ParentChild+ replication sites, newly approved implementing agencies, and funders supporting program start-up and sustainability. It outlines the core requirements, sequencing, and supports associated with implementing ParentChild+ with fidelity, and is designed to provide shared clarity regarding expectations, timelines, staffing, and quality infrastructure that support high-quality, relational implementation across all phases.

I. Program Planning and Start-Up Assistance

The ParentChild+ National Center provides extensive support and assistance throughout the initial planning process. Sites receive regular support calls from the Program Startup Director, who guides agencies through the process of bringing ParentChild+ to their community. This includes support related to early decision-making, start-up planning, and building the foundational conditions for the first years of program implementation. The Program Startup Director supports sites in developing and submitting the New Site Implementation Plan and Workbook. Ongoing technical assistance and program support remain available as sites transition from start-up to full program implementation.

Key start-up steps include:

- Agency Profile
- Identifying the Local Sponsoring Agency
- Identifying and Obtaining Funding
- Completing the Replication Agreement

Agency Profile

A potential ParentChild+ replication site and/or potential funder meets with National Center staff or a State Director to share information about the community, the potential replication partner, and why ParentChild+ is an appropriate fit. These discussions address feasibility, including alignment with ParentChild+'s theoretical approach and values, budget requirements, capacity for data collection, supervision structures, and organizational readiness to support reflective, fidelity-aligned implementation.

Identifying the Local Partner Sponsoring Agency

Communities or funders interested in establishing a ParentChild+ replication site must identify an appropriate local partner agency providing services to young children, families, and child care providers in the intended service area. Potential partner

agencies include school districts, individual schools, social service or public health agencies, community-based organizations, immigrant-serving organizations, United Ways, libraries, community health centers, and universities.

Identifying and Obtaining Funding

Prior to implementation, sponsoring agencies must understand the costs associated with operating ParentChild+. In consultation with the ParentChild+ National Center, the sponsoring organization is responsible for identifying and securing funding to operate the local site. Funding structures vary by site and may include federal, state, and local public funding, as well as foundation, corporate, and community-based support. The National Center works collaboratively with partner agencies to support funding development and proposal planning.

Completing the Replication Agreement

Each sponsoring agency must execute a Replication Agreement with the ParentChild+ National Center. This agreement specifies that the program will be implemented according to National Center protocols, staffing guidelines, fidelity standards, and copyright requirements.

The Replication Agreement must be submitted with a Letter of Intent to Replicate the program on the local partner organization's letterhead. Both documents must be signed by an authorized administrator responsible for overseeing the program and its budget.

II. Implementation Planning and Workbook

The Implementation Planning Workbook supports sites in developing a clear and feasible implementation plan. Key components include:

- Values alignment
- Start-up timeline and operations schedule
- Community demographics and service area definition
- Ratio and staffing guidance
- Capacity for data collection and quality assurance
- Program materials
- Family and provider recruitment and enrollment processes

Timeline for Implementation

The first year of implementation is intensive. Sites must determine whether they will operate on a school-year calendar or a rolling, year-round enrollment schedule. Implementation timelines are shaped by funding alignment, Coordinator recruitment and hiring, attendance at the Training Institute, onboarding and training of Early Learning Specialists, and the time required to recruit and enroll a full caseload of families or providers.

During the first year of implementation, all new Coordinators receive bi-weekly technical assistance from the ParentChild+ National Center. Technical assistance focuses on early operational clarity, open-ended question-and-answer support, and guidance on pacing and decision-making. Additional training and targeted support are provided at key implementation milestones. This includes professional development planning and guidance related to the coaching and supervision of Early Learning Specialists. As a turnkey training model, technical assistance is provided to Coordinators. It complements, but does not replace, the local supervision and staffing structures sites establish to support Early Learning Specialists.

Defining the Service Area and Eligibility Criteria

ParentChild+ prioritizes families experiencing economic insecurity. Service areas are defined by lead agencies based on geography, transportation access, population need, and applicable funding parameters. ParentChild+ is designed to serve families living in communities where access to early learning opportunities and family support has been historically limited.

- Eligibility is determined using income-based criteria, with income serving as a proxy for limited access to community resources and early learning opportunities.
- Sites identify eligible families based on household income relative to local cost of living and eligibility for public systems of support. This may include households with income below locally defined minimum living standards or eligibility for means-tested public benefits such as free or reduced-price school meals, Medicaid, or WIC.
- In some communities, sites may prioritize families experiencing temporary economic insecurity related to recent migration or refugee resettlement, including barriers to income documentation or benefit eligibility, based on local need and funding requirements.

- As a reference, U.S.-based sites may use the MIT Living Wage Calculator to support consistent, locally adjusted eligibility decisions by county and household size:
<https://livingwage.mit.edu>

Ratio and Staffing Guidance

The Replication Agreement defines caseload requirements for Early Learning Specialists (ELSs) and Coordinators. The maximum caseload for a full-time Early Learning Specialist implementing the Family Model is 12 families. A full-time ELS carrying a caseload of 12 families will dedicate a minimum of 24 hours per week to home visiting. Please refer to the most up-to-date Ratios and Caseload Guidelines document.

ParentChild+ is implemented most effectively when Early Learning Specialists are employed full-time and supported as core members of the program workforce. Full-time ELSs are better positioned to build competency in the model while fully participating in supervision, professional development, and administrative responsibilities. Replication site experience also demonstrates higher retention among full-time Specialists.

Sites may hire part-time ELSs to meet specific language, cultural, or geographic needs. When part-time roles are used, caseloads and supervision structures must remain aligned with fidelity standards.

Early Learning Specialist responsibilities include:

- Recruiting families and providers, including outreach prior to enrollment
- Scheduling and confirming home visit sessions
- Completing a minimum of 15 minutes of documentation after each visit
- Supporting families' priorities through referral, connection, support, and advocacy
- Participating in weekly team meetings for a minimum of two hours
- Engaging in one-on-one supervision and or coaching sessions
- Participating in required training and professional development
- Completing at least one additional hour per week of administrative record-keeping, including VISM checkout, inventory organization, and completion of pending data entry

Creating a Family Recruitment and Enrollment Process

To recruit families from the community, Coordinators and ELSs engage a wide range of community services and locations. Speaking directly with parents and home-based child care providers is the most effective outreach strategy. Coordinators conduct

outreach in schools, WIC offices, food pantries, pediatric or public health clinics, playgrounds, and other community locations where families naturally gather.

Once the program is established, word-of-mouth referrals often become the most effective recruitment method. Coordinators conduct initial conversations to explore program fit and family interest and partner with an ELS who speaks the family's home language when possible.

Creating a Visiting Structure and Schedule

Early Learning Specialists conduct 92 visits with each family and 48 visits with each home-based child care provider. Visits occur twice per week and may be delivered in person, virtually, or in a hybrid format. Families typically participate for 16 to 24 months, depending on the site's operating schedule, while child care providers participate for 6 to 12 months.

Capacity for Data Collection and Quality Assurance

Each site uses ParentChild+'s secure web-based data system, DAISY, to manage program data. Sites enter demographic, service delivery, and participation data, generating site-level, state-level, and national reports. Data collection supports program monitoring, fidelity, quality improvement, and evaluation, and serves as a shared tool for reflection, learning, and strengthening practice at both the site and National Center levels.

III. Program Implementation

Program implementation includes:

- Hiring a Coordinator
- Coordinator Training Institute
- Building community partnerships and referral networks
- Selecting and managing program materials
- Maintaining fidelity standards and certification

Hiring a Coordinator

The Coordinator is employed by the local partner agency and should be classified at a level reflecting the independent and skilled nature of the role. The Coordinator serves as the site's primary implementation lead and is responsible for overseeing program pacing, staffing alignment, supervision structures, and fidelity to the ParentChild+ model, in collaboration with the National Center. Coordinators typically have

experience in education, social work, early childhood, or parent support programs and strong knowledge of the community. We encourage hiring from within when possible; in many cases, for veteran sites, Coordinators are former Early Learning Specialists.

Coordinator Training Institute

All newly hired Coordinators must complete 30 hours of foundational training and 12 hours of asynchronous training provided by the ParentChild+ National Center or a certified regional trainer. Training includes a combination of asynchronous and live learning, as well as participation in a national Community of Practice. ParentChild+ also offers assessment-specific trainings for each required tool.

All practitioners conducting home visits must complete Mandated Reporter training that is valid for the county or jurisdiction in which they work.

Community Partnerships and Referral Networks

Coordinators establish relationships with community organizations to create referral networks and support systems for participating families.

Hiring and Training Early Learning Specialists

There is no minimum education requirement for Early Learning Specialists. Emphasis is placed on lived experience, community connection, language access, and strong relational skills. Coordinators provide a minimum of 16 hours of training prior to visits.

ParentChild+ home visiting is relational and intensive work, and sites should plan supervision, peer support, and professional development structures that acknowledge and sustain the emotional and reflective demands of working closely with families over time.

Program Materials

Sites select and purchase books and toys using National Center criteria listed in the Annual Requirements and referencing the Anti-Bias Materials Checklist.

Beginning Home Visits and Ongoing Support

Enrollment typically requires three to four touchpoints per family or provider before visiting begins. Ongoing support is provided through weekly team meetings, supervision, and video-based coaching conducted two to three times per year.

Ongoing Technical Assistance and Fidelity Monitoring

Site Startup Steps to Implementation

The National Center provides ongoing technical assistance related to fidelity, data use, program management, and quality improvement. Data entered in DAISY are monitored, and annual check-ins and certification processes are used to support continuous improvement.

ParentChild+ certification is a later-stage process and typically occurs in years three to four following program start-up. Early implementation years focus on building foundational systems, staff capacity, and fidelity-aligned practice, with certification serving as a formal validation of sustained quality and model adherence over time.

Fidelity monitoring and data review are conducted collaboratively and developmentally, with the goal of supporting shared understanding, reflective practice, and continuous improvement rather than compliance-driven oversight.